

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

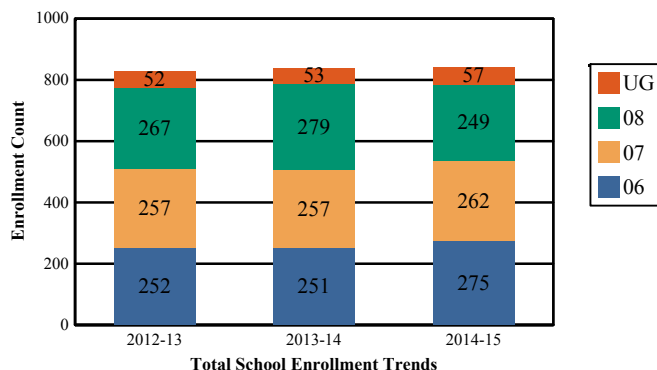
HUDSON
JERSEY CITY

GRADE SPAN 06-08

17-2390-105
MIDDLE SCHOOL # 4
107 BRIGHT STREET
JERSEY CITY, NJ 07302

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

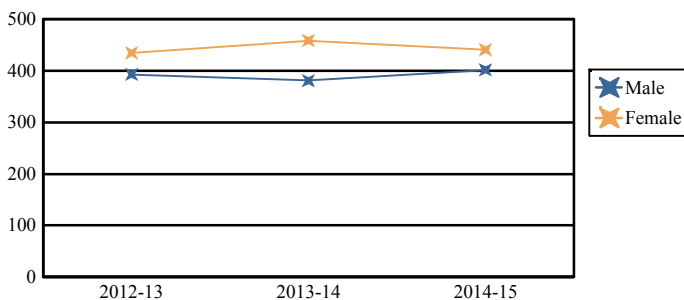


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	828
2013-14	840
2014-15	843

Enrollment by Gender

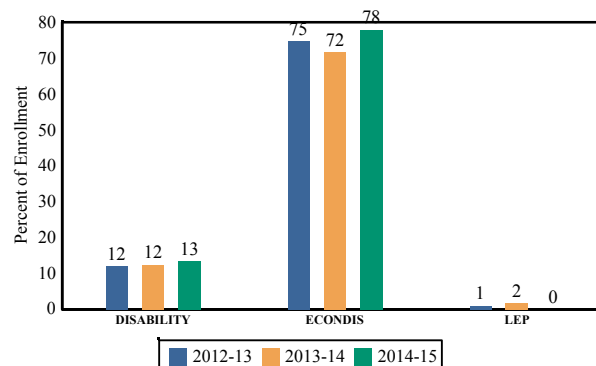
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	393	435
2013-14	381	459
2014-15	402	441

Enrollment Trends by Program Participation

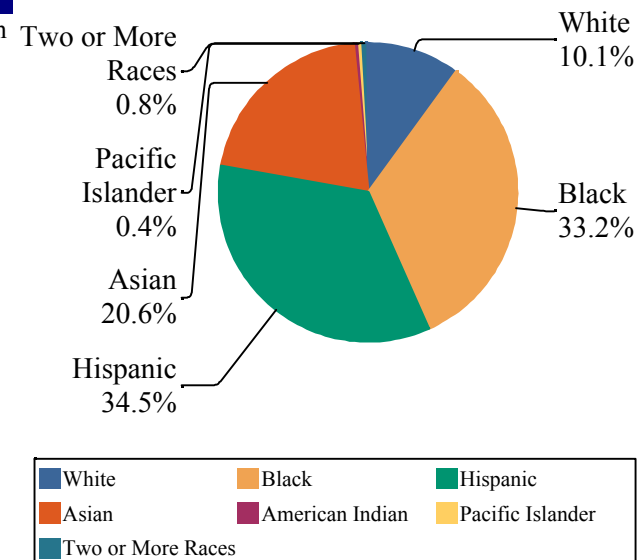
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	113	13%
Economically Disadvantaged Students	658	78.1%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
English	51.0%
Spanish	24.3%
Tagalog	3.9%
Arabic	3.9%
Gujarati	3.6%
Urdu	3.5%
Other	9.9%

ACADEMIC ACHIEVEMENT

**HUDSON
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GRADE SPAN 06-08

**17-2390-105
MIDDLE SCHOOL # 4
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	51%	91	56
Math Met or Exceeded Expectation	43%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	664	51.4%	95%	85.7%	YES*
White	70	71.5%	95%	89.3%	YES*
African American	185	32.4%	95%	77.7%	NO
Hispanic	235	36.2%	95%	85.1%	YES*
American Indian	-	-	--	--	--
Asian	165	84.2%	95%	96%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	469	43.5%	95%	83.5%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	663	43%	95%	85.8%	YES*
White	70	64.3%	95%	89.3%	YES*
African American	185	20%	95%	77.7%	NO
Hispanic	234	28.6%	95%	85.2%	YES*
American Indian	-	-	--	--	--
Asian	165	78.7%	95%	96%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	468	34.7%	95%	83.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	225	745	749	9%	22%	20%	40%	10%	49%	50%
White	23	755	755	4%	9%	13%	70%	4%	74%	59%
African American	63	731	732	13%	40%	16%	30%	2%	32%	29%
Hispanic	89	736	736	12%	24%	27%	33%	4%	37%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	49	775	770	0%	4%	12%	51%	33%	84%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	161	739	733	11%	26%	22%	35%	6%	41%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	750	750	9%	16%	24%	34%	18%	52%	53%
White	29	770	757	3%	10%	10%	34%	41%	76%	61%
African American	67	738	730	12%	19%	33%	28%	7%	36%	31%
Hispanic	80	735	736	14%	25%	31%	23%	8%	30%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	56	777	777	0%	2%	7%	55%	36%	91%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	18	702	713	50%	17%	22%	11%	0%	11%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	165	744	733	11%	18%	27%	31%	13%	44%	33%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	205	747	750	15%	13%	20%	40%	13%	53%	53%
White	18	761	757	6%	0%	33%	44%	17%	61%	61%
African American	55	722	730	36%	15%	20%	20%	9%	29%	31%
Hispanic	66	740	735	15%	21%	21%	36%	6%	42%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	60	771	778	0%	7%	15%	57%	22%	78%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	143	741	732	18%	13%	23%	36%	9%	45%	34%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	225	740	743	12%	24%	20%	37%	6%	43%	42%
White	23	752	749	4%	13%	17%	61%	4%	65%	50%
African American	63	727	726	16%	37%	25%	22%	0%	22%	19%
Hispanic	89	730	731	19%	30%	20%	26%	4%	30%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	49	767	768	0%	2%	16%	65%	16%	82%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	161	733	729	17%	29%	20%	32%	2%	34%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	740	740	10%	22%	26%	38%	4%	41%	38%
White	29	759	745	3%	10%	17%	55%	14%	69%	46%
African American	67	726	725	18%	30%	36%	16%	0%	16%	17%
Hispanic	80	729	730	11%	35%	28%	25%	1%	26%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	56	764	760	2%	0%	20%	71%	7%	79%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	18	702	715	50%	28%	11%	11%	0%	11%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	165	736	728	12%	24%	32%	32%	1%	33%	21%

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17-2390-105
MIDDLE SCHOOL # 4
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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

HUDSON
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GRADE SPAN 06-08

17-2390-105
MIDDLE SCHOOL # 4
107 BRIGHT STREET
JERSEY CITY, NJ 07302

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	768	740	0%	7%	17%	63%	12%	75%	40%
White	14	767	746	0%	14%	14%	57%	14%	71%	47%
African American	16	767	722	0%	13%	19%	56%	13%	69%	20%
Hispanic	27	761	725	0%	4%	26%	70%	0%	70%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	58	772	769	0%	7%	14%	60%	19%	79%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	74	763	725	0%	11%	19%	62%	8%	70%	21%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 08

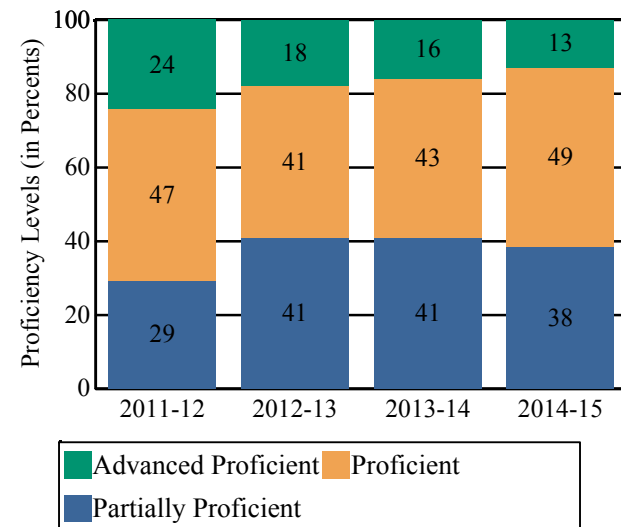
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	49%	38%
White	17%	50%	33%
African American	6%	36%	59%
Hispanic	4%	54%	41%
American Indian	-	-	-
Asian	31%	58%	11%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	50%	43%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
136	121

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	75.2%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

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State of New Jersey

2014-15

GRADE SPAN 06-08

17-2390-105

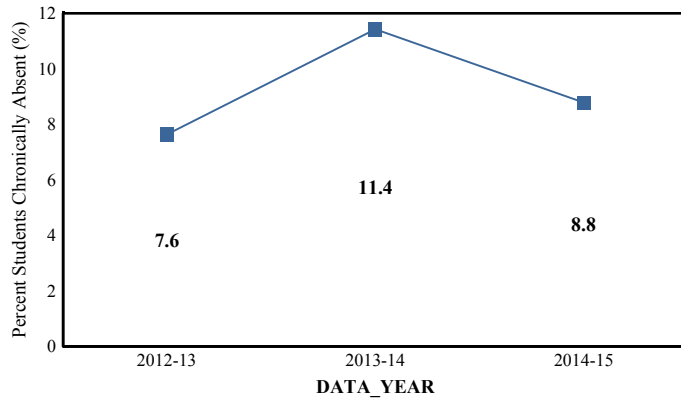
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

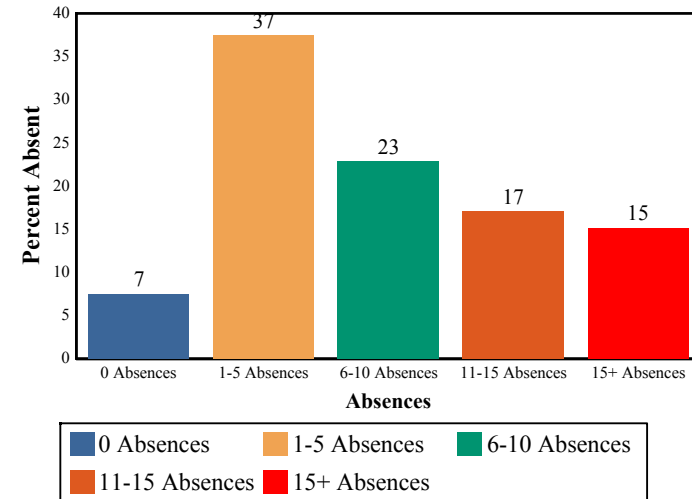


Chronic Absenteeism for 2014-15

8.78%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	N/R	66.0%
Visual Arts	0.1%	71.1%
Total: All Visual and Performing Arts	0.1%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	49	37	35	YES
Student Growth on Math	33	7	9	35	NO
		28	23		50%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	11%	4%	2%
Approached	10%	7%	4%
Met	12%	14%	13%
Exceeded	0%	3%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	13%	3%	0%
Partially Met	14%	7%	2%
Approached	14%	6%	3%
Met	11%	12%	9%
Exceeded	0%	0%	4%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

GRADE SPAN 06-08

JERSEY CITY

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	774	770
50th	750	749
25th	720	726
0th	659	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	54	44
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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	766	763
50th	741	742
25th	716	721
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	50	42
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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

GRADE SPAN 06-08

17-2390-105
MIDDLE SCHOOL # 4
107 BRIGHT STREET
JERSEY CITY, NJ 07302

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	777	776
50th	752	751
25th	726	724
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	777	777
50th	753	751
25th	719	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	761	759
50th	743	740
25th	717	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

SCHOOL CLIMATE

HUDSON

JERSEY CITY

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	20.5%

State of New Jersey

2014-15

GRADE SPAN 06-08

17-2390-105

MIDDLE SCHOOL # 4

107 BRIGHT STREET

JERSEY CITY, NJ 07302

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	422

SCHOOL PEER GROUP

HUDSON
JERSEY CITY

GRADE SPAN 06-08

17-2390-105
MIDDLE SCHOOL # 4
107 BRIGHT STREET
JERSEY CITY, NJ 07302

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	PENNSYLVANIA AVE SCHOOL	01-0110-100	PK-08	83.1%	13.9%	11.5%
CAMDEN	CAMDEN CITY	THOMAS H. DUDLEY FAMILY SCHOOL	07-0680-190	PK-08	87.2%	32.7%	14.8%
CAMDEN	LINDENWOLD BORO	LINDENWOLD MIDDLE SCHOOL	07-2670-090	05-08	79.5%	7.4%	13.3%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	82.7%	17.7%	9.3%
CUMBERLANI	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.2%	3%	12.1%
CUMBERLANI	VINELAND CITY	THOMAS W. WALLACE JR. MIDDLE SCHOOL	11-5390-280	06-08	75.9%	2.9%	22.5%
CUMBERLANI	VINELAND CITY	VETERANS MEMORIAL MIDDLE	11-5390-060	06-08	77.2%	3.2%	25%
ESSEX	EAST ORANGE	WHITNEY E. HOUSTON ACADEMY	13-1210-090	PK-08	77.5%	0.5%	14%
ESSEX	NEWARK CITY	CHANCELLOR AVENUE SCHOOL	13-3570-330	KG-08	76.8%	0.6%	23.2%
ESSEX	NEWARK CITY	FIRST AVENUE SCHOOL	13-3570-410	PK-08	82%	9.9%	7.8%
ESSEX	NEWARK CITY	GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL	13-3570-435	KG-08	78.5%	0%	16.5%
ESSEX	NEWARK CITY	LINCOLN	13-3570-490	KG-08	79.7%	0%	9%
ESSEX	NEWARK CITY	SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL	13-3570-710	PK-08	82.3%	14.9%	5.6%
HUDSON	EAST NEWARK BORO	EAST NEWARK PUBLIC SCHOOL	17-1200-050	PK-08	83.8%	14.7%	10%
HUDSON	JERSEY CITY	ALFRED ZAMPELLA SCHOOL	17-2390-240	PK-08	80.9%	5.7%	8.8%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360	PK-08	85.5%	26.9%	8.6%
HUDSON	JERSEY CITY	MIDDLE SCHOOL # 4	17-2390-105	06-08	78%	0%	13.5%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100	KG-08	77.6%	1.5%	14.7%
HUDSON	WEST NEW YORK TOWN	WEST NEW YORK MIDDLE SCHOOL	17-5670-110	07-08	80.7%	11.6%	13.2%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL	25-2400-030	05-08	76.1%	1.5%	24.9%
MORRIS	DOVER TOWN	DOVER MIDDLE SCHOOL	27-1110-065	07-08	80.3%	4.8%	12.8%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	11.2%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	84.2%	17.5%	10.3%

State of New Jersey
2014-15

SCHOOL PEER GROUP

HUDSON

JERSEY CITY

GRADE SPAN 06-08

17-2390-105

MIDDLE SCHOOL # 4

107 BRIGHT STREET

JERSEY CITY, NJ 07302

PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	PK-08	80.2%	5.7%	6.9%
UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	79.7%	10.6%	11.8%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.7%	12%	5.7%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	83%	12.3%	8.6%
UNION	ELIZABETH CITY	JUAN PABLO DUARTE - JOSE JULIAN MARTI #28	39-1320-315	PK-08	86.3%	27.4%	9.5%
UNION	ELIZABETH CITY	MABEL G. HOMES SCHOOL NO. 5	39-1320-300	PK-08	81.8%	11.1%	11.8%
UNION	ELIZABETH CITY	RONALD REAGAN ACADEMY SCHOOL NO. 30	39-1320-305	PK-08	83.2%	15.4%	12.9%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	79.5%	14.1%	19.8%